DOCUMENT RESUME

ED 143 138 EA 009 874

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TITLE How to Make Old Buildings Fit New Needs.
PUB DATE Sep 77
NOTE 13p.; Paper presented at the State Convention of the Wisconsin Secondary School Administrators Association (Lake Geneva, Wisconsin, October 26-28, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Architectural Programing; Decision Making; Educational Specifications; Elementary Secondary Education; *Facility Guidelines; *Facility Requirements; Higher Education; *Needs Assessment; *Recycling; Resource Allocations; *School Improvement; School Planning

ABSTRACT

Recycling existing school plants requires needs assessment, resource evaluation, decision-making, and appropriate action. A long-range plan must be developed through an investigation and evaluation of educational philosophy and objectives, present educational programs and practices, current educational trends and legislation, and community educational expectations. Educational specifications based on the master plan should be developed and applied to the structure to determine how much building modification may be required. The next step is to ascertain whether the building can be renovated structurally and done so economically. Authorities should ascertain the historical significance, if any, of structures being considered for renovation. An architect should be selected from among those with strong renovation experience. The last step for the decision-makers is to review the various data (educational policies and procedures, educational specifications, and the architect's reports and recommendations) gathered or produced during the planning process, and take appropriate action. (Author/MLF)

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HOW TO MAKE OLD BUILDINGS FIT NEW NEEDS

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IN THE "SALAD" DAYS OF OUR RECENT PAST, THE CONVENTIONAL WISDOM WAS "DON'T REMODEL, BUILD NEW." NOW, HOWEVER, WITH THE TIGHT MONEY SITUATION, MILITANT TAXPAYERS, RUMORS OF ZERO POPULATION GROWTH, AND A GENUINE ENERGY CRISIS, THE TREND IS TOWARD THE RENOVATION OR RENEWAL OF EXISTING SCHOOL FACILITIES. AND THIS SO-CALLED "ECOLOGICAL" APPROACH TO SOLVING OUR SCHOOL PLANT PROBLEMS IS LONG OVERDUE. AFTER ALL, AGE DOES NOT NECESSARILY MEAN OBSOLESCENCE.

TODAY, THE EDUCATIONAL ESTABLISHMENT IN AMERICA POSSESSES 165,000,000 SQUARE FEET OF EDUCATING SPACE, OR ABOUT SEVEN PERCENT OF ALL BUILDING SQUARE FOOTAGE IN THE NATION. IT IS, THEREFORE, APPROPRIATE THAT WE BEGIN TO THINK SERIOUSLY ABOUT MAKING OUR OLD BUILDINGS FIT NEW NEEDS. IN FACT, APPROXIMATELY ONE THIRD OF THE FOUR BILLION DOLLARS SPENT EACH YEAR ON SCHOOL CONSTRUCTION IN AMERICA IS ALREADY BEING SPENT ON THE "RECYCLING" OF OLDER BUILDINGS, AND SOME EXPERTS ARE PREDICTING THAT WITHIN THE NEXT TWO DECADES ONE OF EVERY TWO DOLLARS ALLOCATED TO SCHOOL CONSTRUCTION WILL BE USED FOR RENOVATING EXISTING STRUCTURES.

BUT HOW DO WE GO ABOUT THIS "RECYCLING" OF OUR EXISTING SCHOOL

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PLANTS IN ORDER TO EFFECTIVELY SATISFY THE NEEDS OF EDUCATION FOR THE IMMEDIATE FUTURE AS WELL AS FOR THE FAST-APPROACHING 21ST CENTURY? BLUNTLY STATED, WE MUST ASSESS OUR NEEDS, EVALUATE OUR RESOURCES, MAKE SOME DECISIONS, AND TAKE APPROPRIATE ACTION.

NEEDS ASSESSMENT

FIRST, ASIDE FROM WHATEVER OBVIOUS ENROLLMENT PROBLEMS, UP OR DOWN, WHICH MAY EXIST, THE MAJOR CONSIDERATION MUST BE THE IMPROVEMENT OF THE CURRICULAR OFFERINGS AND THE DELIVERY SYSTEMS NECESSARY TO KEEP PACE WITH OUR EVER-CHANGING SOCIETY. AND THIS IS AS TRUE FOR INSTITUTIONS OF HIGHER EDUCATION AS IT IS FOR ELEMENTARY AND SECONDARY EDUCATION. AS SUCH, A LONG-RANGE PLAN MUST BE DEVELOPED THROUGH AN INVESTIGATION AND EVALUATION OF THE FOLLOWING PROBLEM AREAS: (1) EDUCATIONAL PHILOSOPHY AND OBJECTIVES (ALL GOVERNING POLICIES SHOULD BE RE-EXAMINED TO INSURE THEIR VALIDITY AND TO DETERMINE WHETHER THEY HAVE BEEN PROPERLY IMPLEMENTED IN THE PAST), (2) PRESENT EDUCATIONAL PROGRAMS AND PRACTICES (ANY PLAN FOR EDUCATIONAL IMPROVEMENT MUST INVOLVE A THOROUGH REVIEW OF PRESENT ACTIVITIES), (3) CURRENT EDUCATIONAL TRENDS AND LEGISLATION, BOTH STATE AND NATIONAL LEVELS (MOTIVATION AND DEMAND FOR EDUCATIONAL CHANGE IS MOST OFTEN GENERATED BY OUTSIDE FORCES), AND (4) EDUCATIONAL EXPECTATIONS OF THE SURROUNDING COMMUNITY (COMMUNITY IN-

VOLVEMENT IN EDUCATIONAL PLANNING IS BECOMING INCREASINGLY IMPORTANT).

SECOND, HAVING INVESTIGATED THE PHILOSOPHY AND OBJECTIVES, PROGRAMS AND PRACTICES, TRENDS AND LEGISLATION, AND COMMUNITY EXPECTATIONS, JUDGMENTS MUST BE MADE REGARDING THE FUTURE EDUCATIONAL POLICIES AND PROCEDURES OF THE SCHOOL OR DISTRICT. IN OTHER WORDS, A LONG-RANGE OR MASTER PLAN SHOULD BE DEVELOPED FOR THE OPERATION OF THE EDUCATIONAL UNIT IN THE FUTURE.

AFTER A MASTER PLAN HAS BEEN COMPLETED AND RATIFIED, THE FIRST STEP IN ATTEMPTING TO MAKE OLD BUILDINGS FIT NEW NEEDS IS TO DEVELOP EDUCATIONAL SPECIFICATIONS BASED ON THAT MASTER PLAN. (EDUCATIONAL SPECIFICATIONS ARE THE DETAILED WRITTEN DOCUMENT FROM WHICH A SCHOOL ARCHITECT WILL EVENTUALLY CREATE FINAL SCHOOL DRAWINGS AND COST ESTIMATES.) THE WRITING OF THESE SPECIFICATIONS WILL BE THE RESPONSIBILITY OF A SCHOOL PLANNING TEAM CONSISTING OF ADMINISTRATORS, TEACHERS, NON-PROFESSIONAL STAFF, CITIZENS, AND OUTSIDE EDUCATIONAL CONSULTANTS.

WHILE ADMITTEDLY EDUCATIONAL SPECIFICATIONS MAY VARY IN SCOPE, DEPENDING UPON THE PARTICULAR PROJECT, A WELL-EXECUTED DOCUMENT SHOULD ADDRESS ITSELF TO THE FOLLOWING CONCERNS:

1. STATEMENT OF PHILOSOPHY - EVERY EDUCATIONAL UNIT SHOULD HAVE ITS OWN EDUCATIONAL PHILOSOPHY AS PART OF AN ESTABLISHED GOVERNING POLICY.

2. GRADE OR CLASS LEVELS TO BE ACCOMMODATED - HERE IT IS SUGGESTED THAT THE ACTUAL GRADES, AGES, OR CLASSES OF THE ANTICIPATED STUDENT POPULATIONS BE STATED. ANY POSSIBILITY OF THE STRUCTURE BEING USED FOR DIFFERENT PURPOSES IN THE FUTURE SHOULD ALSO BE NOTED.

3. ENROLLMENT CAPACITY EXPECTATIONS - IN ORDER TO ACCOMMODATE WHATEVER STUDENT GROUPINGS ARE ANTICIPATED (I.E., LARGE & SMALL, INDEPENDENT STUDY, AND INDIVIDUAL COUNSELING), AN ACCURATE, UP-TO-DATE ENROLLMENT PROJECTION OF FUTURE STUDENT POPULATIONS IS ABSOLUTELY ESSENTIAL.

4. CURRICULAR PROGRAMS AND ACTIVITIES - HERE BOTH THE IMMEDIATE AND POSSIBLE FUTURE CURRICULA MUST BE STATED IN DETAIL TO INSURE THE CREATION OF A "FUNCTIONAL" ENVIRONMENT NOW AND AN "ADAPTABLE" ONE FOR THE FUTURE.

5. SPECIFIC UTILIZATION PLANS - WILL THE FACILITIES BE USED YEAR-ROUND? WHAT ABOUT POSSIBLE COMMUNITY USE OF THE BUILDING AND ITS EQUIPMENT?

6. INSTRUCTIONAL PROCEDURES - HERE EXACTING DESCRIPTIONS OF ALL PROPOSED INNOVATIVE TEACHING TECHNIQUES AND NECESSARY RESOURCES MUST BE SPELLED OUT. WHAT WILL BE DONE DIFFERENTLY IN THIS STRUCTURE VIS-A-VIS THE PAST?

7. TEACHING SPACE REQUIREMENTS - AS NOT ALL SUBJECTS OR GRADES REQUIRE

THE SAME AMOUNTS OR KINDS OF SPACE, EACH SHOULD BE CONSIDERED INDIVIDUALLY BUT IN CONCERT WITH ALL OTHERS.

8. SPECIALIZED INSTRUCTIONAL FACILITIES - THIS SECTION SHOULD BE DEVOTED TO THE LISTING AND DESCRIBING OF THE SPECIAL INSTRUCTIONAL AREAS SUCH AS THE LIBRARY OR INSTRUCTIONAL MATERIALS CENTER, AUDITORIUM, GYM, SHOPS, LABORATORIES, SPECIAL EDUCATION, AND MUSIC AND ART FACILITIES.

9. AUXILIARY AREAS OR FACILITIES - THESE CONSTITUTE THE "HOUSEKEEPING" AREAS: OFFICES, HEALTH AND CONFERENCE ROOMS, FOOD SERVICE, CUSTODIAL, STORAGE, RESTROOMS, PARKING, AND OUTSIDE RECREATIONAL SPACES.

10. MISCELLANEOUS CONCERNS - SUCH MATTERS AS CLOCKS, BELLS, INTERCOMMUNICATIONS, TELEVISION OUTLETS, AND ALL ENVIRONMENTAL (SOUND, LIGHT, TEMPERATURE, AND COLOR) REQUIREMENTS SHOULD BE CONSIDERED IN DETAIL.

11. CLOSING OR SUMMARY STATEMENT - HERE THE PHILOSOPHY OF THE PROPOSED RENOVATED FACILITY, REINFORCED BY ALL OF THE INFORMATION OF THE EARLIER SECTIONS, SHOULD BE SUMMARIZED FOR THE CONVENIENCE AND CLARIFICATION OF THE ARCHITECT. ANY MATTERS WHICH ARE CONSIDERED TO BE "NEGOTIABLE" BETWEEN THE ARCHITECT AND THE RENOVATION PLANNING TEAM SHOULD ALSO BE CLEARLY STATED IN THIS FINAL SECTION.

RESOURCES EVALUATION

AFTER THE EDUCATIONAL SPECIFICATIONS DOCUMENT HAS BEEN WRITTEN,

THEY SHOULD BE APPLIED TO THE STRUCTURE TO DETERMINE HOW MUCH BUILDING MODIFICATION MAY BE REQUIRED. IN ATTEMPTING TO MATCH THE NEWLY DEVELOPED SPECIFICATIONS WITH THE FACILITY IN QUESTION, BOTH THE REAL AND POTENTIAL "FUNCTIONALITY" AND "ADAPTABILITY" OF THE STRUCTURE ARE BEING TESTED. FUNCTIONALITY IS THE "EFFECTIVE ALLOCATION AND UTILIZATION OF SPACE AND FACILITIES" AND ADAPTABILITY IS THE "ABILITY TO ACCOMMODATE ANY FUTURE CHANGES IN CURRICULA AND INSTRUCTIONAL METHODS." AS SUCH, THE ABSENCE OR PRESENCE OF ADEQUATE LOCATION AND SITE USAGE, TOTAL SIZE, FLOOR PLAN DESIGN, FLEXIBLE SPACES, SPECIALIZED AREAS, AND GOOD TRAFFIC PATTERNS WILL BE SIGNIFICANT INDICATORS. ON THIS BASIS, MANY EXISTING FACILITIES WILL REQUIRE EXTENSIVE RENOVATION TO SUPPORT THE EDUCATIONAL NEEDS OF THE FUTURE. AND IN THE EVENT THERE IS TOO GREAT A DISPARITY BETWEEN THE EDUCATIONAL SPECIFICATIONS AND THE EXISTING BUILDING, THE STRUCTURE MUST EITHER CONTINUE TO FUNCTION IN ITS CURRENT CAPACITY OR BE ABANDONED AND EVENTUALLY BE REPLACED.

THERE ARE, HOWEVER, OTHER IMPORTANT ASPECTS TO BE TAKEN INTO ACCOUNT BESIDES THE EDUCATIONAL SPECIFICATIONS, WHEN EVALUATING A FACILITY EDUCATIONALLY. IF RENOVATED, WILL THE STRUCTURE BE ESTHETICALLY SATISFYING? WHAT ABOUT THE PHYSICAL ENVIRONMENT; THE ACOUSTICAL, THERMAL, AND VISUAL COMPONENTS? WILL THE BUILDING BE ABLE TO STIMULATE

HUMAN EFFORT AND TO PROMOTE CREATIVE HUMAN RESPONSES? WILL IT BE A PLACE STUDENTS WILL ENJOY BEING IN AND USING? AND WILL IT BE A PLACE WHERE FACULTY WILL WANT TO WORK? CERTAINLY THESE QUESTIONS MUST BE CONSIDERED TOGETHER WITH THE STRUCTURE'S ABILITY TO ADAPT TO THE EDUCATIONAL SPECIFICATIONS. SCHOOLS, AFTER ALL, SHOULD BE MORE LIKE "LIVING" ROOMS THAN THE "KITCHENS" THEY TOO OFTEN ARE.

ASSUMING THAT THE EXISTING STRUCTURE WILL ACCOMMODATE THE EDUCATIONAL SPECIFICATIONS AS WELL AS LEND ITSELF ESTHETICALLY, THE NEXT STEP IS TO ASCERTAIN WHETHER THE BUILDING CAN BE RENOVATED STRUCTURALLY AND DONE SO ECONOMICALLY. THAT IS, IS IT FEASIBLE TO RENOVATE VIS-A-VIS NEW CONSTRUCTION. TO BEGIN, MAJOR INTERIOR RENOVATION OF A FACILITY PLANNED TO SERVE FOR ONLY A LIMITED TIME IS A POOR INVESTMENT. UNLESS SUCH FACILITIES CAN BE EXPECTED TO FUNCTION EFFECTIVELY AS A LEARNING TERRITORY FOR AT LEAST TEN TO FIFTEEN YEARS OR MORE, THE REQUIRED FUNDS WOULD BE BETTER ALLOCATED TO NEW CONSTRUCTION. MAJOR STRUCTURAL RENOVATION SHOULD BE DESIGNED FOR TWENTY-FIVE YEARS OR MORE OF SATISFACTORY USE AND MAJOR ADDITIONS TO EXISTING PLANTS SHOULD BE EXPECTED TO PERFORM ADEQUATELY WELL INTO THE 21ST CENTURY. EVEN MINOR REFURBISHING SHOULD GUARANTEE WORTHWHILE SERVICE FOR A PERIOD OF AT LEAST FIVE YEARS.

TODAY THERE ARE NUMEROUS SOURCES OF INFORMATION AND PROCEDURES

AVAILABLE FOR EVALUATING EXISTING EDUCATIONAL FACILITIES. AMONG THEM ARE THE AMERICAN INSTITUTE OF ARCHITECTS' SCHOOL PLANT SERIES ON RE-MODELING, THE EDUCATIONAL FACILITIES LABORATORIES' PUBLICATIONS SUCH AS "TO BUILD OR NOT TO BUILD" AND ITS "NEW LIFE FOR OLD SCHOOLS" PRO-JECT, THE SUMPTION-LANDES WORK BOOK, LINN-McCORMICK RATING CHART, THE MICHIGAN STATE OBSOLESCENCE SURVEY FOLDER, AND THE FREDRICKSON DURABIL-ITY, FUNCTIONALITY, AND ADAPTABILITY SCALE. ANY OF THESE SOURCES WOULD BE AN EXCELLENT STARTING POINT, WHEN ATTEMPTING TO DECIDE BETWEEN RENO-VATION AND NEW CONSTRUCTION.

DECISION-MAKING

BECAUSE THERE IS AN INCREASING INTEREST TODAY IN PRESERVING OUR PAST, IT MIGHT BE WELL FOR THE AUTHORITIES TO ASCERTAIN THE HISTORICAL SIGNIFICANCE, IF ANY, OF STRUCTURES BEING CONSIDERED FOR RENOVATION. ON COLLEGE CAMPUSES, FOR EXAMPLE, ALUMNI DISPLEASURE AND REACTION OVER PROPOSED MODERNIZATION OF CHERISHED OLD BUILDINGS CAN BE A SHATTERING EXPERIENCE FOR WELL-INTENTIONED COLLEGE ADMINISTRATORS. EVEN IN SMALLER SCHOOL DISTRICTS FEELINGS HAVE BEEN KNOWN TO RUN HIGH, WHEN THE NEWS SPREADS OF A POSSIBLE RENOVATION OF THE BELOVED, OLD HIGH SCHOOL. IT IS A WISE ADMINISTRATOR WHO INVESTIGATES THESE KINDS OF SENTIMENTS THOROUGHLY AND THEN CHECKS WITH THE VARIOUS POWER STRUCTURES BEFORE

MAKING ANY UNFORTUNATE DECISIONS OR ANNOUNCEMENTS REGARDING RENOVATION PLANS.

HAVING TESTED THE WINDS OF PUBLIC OPINION AND FOUND THEM TO BE MODERATE, SCHOOL OFFICIALS SHOULD THEN DETERMINE THE POSSIBLE IMPACT OF THE TEMPORARY LOSS OF TEACHING SPACE USUALLY NECESSITATED BY A RENOVATION PROJECT. EVEN THOUGH MOST RENOVATION PROGRAMS ARE SCHEDULED FOR THE SUMMER MONTHS, FEW MAJOR PROJECTS ARE EVER COMPLETED BY THE FALL. THEREFORE, ALTERNATIVE PLANS FOR HOUSING CLASSES SHOULD BE MADE WELL IN ADVANCE OF NEED.

NOW IS THE TIME TO MAKE A DECISION REGARDING A COMPETENT, SCHOOL ARCHITECT. A NUMBER OF ARCHITECTURAL FIRMS WITH STRONG RENOVATION EXPERIENCE SHOULD BE CONTACTED AND INVITED TO INTERVIEW. EACH FIRM SHOULD BE REQUIRED TO PRESENT PHOTOGRAPHS, FLOOR PLAN DESIGNS, AND TOTAL CONSTRUCTION TIME AND COST DATA FOR ITS MOST RECENT SCHOOL RENOVATION PROJECTS. THEY SHOULD ALSO WELCOME DIRECT INQUIRY WITH OTHER SCHOOL DISTRICTS OR EDUCATIONAL INSTITUTIONS WITH RESPECT TO THEIR OVERALL COOPERATION AND SUCCESSFUL COMPLETION OF CONTRACTED WORK. AND SCHOOL PERSONNEL MIGHT WELL VISIT SOME OF THOSE PROJECTS BOTH TO INSPECT THEM AND TO MAKE COMPARISONS USING THEIR OWN NEWLY DEVELOPED EDUCATIONAL SPECIFICATIONS AS A WORKING GUIDE. BECAUSE A RENOVATION PROGRAM IS VERY DIFFER-

ENT THAN NEW CONSTRUCTION, SPECIAL CARE MUST BE TAKEN IN SELECTING THE ARCHITECTURAL FIRM AS WELL AS THE BUILDING CONTRACTORS LATER ON.

IT SHOULD BE NOTED HERE THAT ARCHITECTURAL FIRMS WILL USUALLY EXPECT A HIGHER PERCENTAGE OF THE TOTAL CONTRACT FOR THEIR FEE THAN THEY WOULD OTHERWISE GET FOR NEW CONSTRUCTION. THIS IS BECAUSE THEY MUST SPEND A GREAT DEAL OF TIME AND EFFORT IN EVALUATING THE EXISTING STRUCTURE AND DEVELOPING ALTERNATIVE STRATEGIES FOR RENOVATION OF THE BUILDING. CONTRACTORS WILL ALSO ADD A PERCENTAGE TO PROTECT THEMSELVES AGAINST THE MANY "UNKNOWNS" WHICH MAY BE HIDDEN WITHIN THE WALLS, UNDER FLOORS, AND ABOVE THE CEILINGS. OFTEN THEY WILL NEED TO INCREASE THEIR BUDGET TO PROVIDE SAFETY FACTORS FOR PEOPLE WHO MAY CONTINUE TO OCCUPY THE FACILITIES DURING THE ACTUAL CONSTRUCTION AND TO PROVIDE PROTECTION FOR PORTIONS OF THE STRUCTURE WHICH ARE NOT SUPPOSED TO BE AFFECTED BY THE RENOVATION PROCESS.

HAVING ENGAGED AN ARCHITECT, HE SHOULD BE BROUGHT UP TO DATE ON ALL LOCAL PLANNING ACTIVITIES AND BE PROVIDED WITH COPIES OF THE "AS-BUILT" DRAWINGS AND THE NEW EDUCATIONAL SPECIFICATIONS. ONCE FAMILIAR WITH THE TOTALITY OF THE UNDERTAKING, THE ARCHITECT SHOULD COMMISSION APPROPRIATE PROFESSIONAL ASSISTANCE SUCH AS STRUCTURAL, ELECTRICAL, PLUMBING, AND HEATING AND VENTILATING ENGINEERS TO CONDUCT COMPLETE EVALUATIONS

OF THE SUPERSTRUCTURE AND THE VARIOUS MECHANICAL SYSTEMS. WHEN THE ARCHITECT HAS RECEIVED AND REVIEWED THE REPORTS OF THE CONSULTING ENGINEERS, HE WILL, TOGETHER WITH HIS OWN ANALYSIS, CALCULATE THE ESTIMATED TOTAL COST OF THE PROPOSED RENOVATION AND PRESENT THIS FIGURE AND HIS RECOMMENDATIONS TO THE SCHOOL OFFICIALS FOR THEIR CONSIDERATION.

ACTION PLAN

IT IS NOW THE RESPONSIBILITY OF THE DECISION-MAKERS, BE THEY THE BOARD OF EDUCATION OR THE BOARD OF REGENTS, TO REVIEW THE VARIOUS DATA (EDUCATIONAL POLICIES AND PROCEDURES, EDUCATIONAL SPECIFICATIONS, AND THE ARCHITECT'S REPORTS AND RECOMMENDATIONS) GATHERED OR PRODUCED DURING THE PLANNING PROCESS, AND TAKE APPROPRIATE ACTION.

WHILE THE INITIAL COMMITMENT TO IMPROVING THE CURRICULAR OFFERINGS AND DELIVERY SYSTEMS, THE ASSESSING OF EDUCATIONAL NEEDS, AND THE EVALUATING OF EXISTING FACILITIES EDUCATIONALLY ARE IMPERATIVE IN THE RENOVATION PLANNING PROCESS, THE ARCHITECT'S REPORT AND RECOMMENDATIONS ARE PIVOTAL. IF, IN HIS JUDGMENT, THE RENOVATION OF THE BUILDING IN QUESTION IS NOT STRUCTURALLY AND/OR ECONOMICALLY FEASIBLE, THE PROJECT SHOULD BE ABANDONED. IF, ON THE OTHER HAND, THE ARCHITECT FINDS THAT THE RENOVATION IS INDEED BOTH STRUCTURALLY AND ECONOMICALLY JUSTIFIED, THE PROJECT SHOULD BE UNDERTAKEN.

FINALLY, IN SOME CASES WHERE THE ARCHITECT'S RECOMMENDATIONS ARE AFFIRMATIVE, SCHOOL OFFICIALS WILL ALSO HAVE BEEN SUPPLIED WITH THE PRELIMINARY DRAWINGS, BASED ON THE EDUCATIONAL SPECIFICATIONS. IF NOT, THE ARCHITECT SHOULD NOW BE AUTHORIZED TO CREATE SUCH SCHEMATICS. AFTER CONSULTATION WITH THE RENOVATION PLANNING TEAM, FINAL DRAWINGS AND PROBABLE COST ESTIMATES MAY BE APPROVED BY SCHOOL OFFICIALS. CONSTRUCTION BIDS SHOULD THEN BE SOLICITED, CONTRACTS AWARDED, AND RENOVATION BEGUN UNDER THE DIRECT SUPERVISION OF THE ARCHITECT.

IF THE PROCEDURES AND SUGGESTIONS DISCUSSED IN THIS PAPER ARE FOLLOWED FAITHFULLY, OLD BUILDINGS WILL INDEED FIT NEW EDUCATIONAL NEEDS.

THANK YOU.